2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description.

Evaluation Process:

The evaluation of answer scripts can be done by the respective faculty members as per the scheme of evaluation prepared by the question paper setter. The evaluated answer scripts will be scrutinized by senior faculty of the department and posted marks will be verified for discrepancies.

The evaluated answer scripts will be given to the students to verify and any discrepancies found will be corrected before submitting the final marks to the exam cell.

B. Process to ensure questions from outcomes/learning levels perspective (5):

The faculty has to plan in advance keeping in view of meeting the course outcomes while preparing the questions for subjective tests.

In order to cover all the course outcomes, different questions are to be prepared using Bloom's taxonomy, along with the scheme.

To reflect the different learning capabilities and skills of students, the questions are prepared based on course outcomes mapping with Bloom's score.

Level 1: (Level 1 & 2) – These are the questions that the students "must know" –These questions constitute the fundamental concepts of a subject and it is mandatory that every student knows these concepts. Further, these questions are at the lower level of Blooms taxonomy like Remembering and Understanding. Lack of these fundamental concepts would mean that the student is not fit for passing this course.

Level 2: (Level 3 & 4) – These are the questions that the students "Need to Know" – These questions test the skill of the student at a higher level of Blooms Taxonomy like Applying and Analysing, the student should be able to apply the fundamental knowledge gained in a course to analyse a typical problem and arrive at conclusions.

Level 3: (Level 5 & 6) – these are the questions that have the status of "Good to know" –

These questions test the highest skills levels of Blooms Taxonomy like Evaluate and Create. A student would be considered to have achieved proficiency in the subject if he/she is able to answer the questions in Level 5 & 6 and is able to apply the concepts for finding engineering solutions.

The module coordinators regularly analyse the assignment and internal papers and classify them into the above six levels and ensure that a good balance is maintained for all the six levels. A recommended distribution of marks at the three levels is as follows – Level 1- 50%, Level 2 - 40% and Level 3-10% (Level 1 - 30%, Level 2 -20%, Level 3 – 20%, Level 4 – 20%, Level 5 – 5% & Level 6 -5%).

C. Evidence of COs coverage in class test / mid-term tests (5):

All the units are mapped to course outcomes, it is mandatory to have one question from each unit, which ensures that all the course outcomes are effectively covered in the class tests.

Principal
Principal
Sir C.R.R.College of Engineering
ELURU - 534 007